



The House of Education.

Ambleside.

30.10.1905.

Dear Sir,

I am venturing, on the introduction of my friend Mrs Gordon of 15 Hanover Terrace London, to write to you on a matter of education which I think may interest you.

I am sending for your consideration, through my publishers, 4 volumes - the Home Education Series - which I hope you may have leisure to look through.

The points I would ask your kind consideration of are:-

(1) would these books be suggestive & helpful to Japanese students of English educational methods?

(2) Would a translation of these books be possibly of use to Japanese parents & teachers, in fact, to all interested in education?

(3) Would not a Parents Union, such as we have in England, & of which I enclose the prospectus, be of use in awakening the parents (& teachers of Japan) to the vast possibilities which are in their hands? ~~that they may work in co-operation with each other~~

(4) Would not the Parents Review School, adopted as it stands, be a means of introducing on a wide scale methods which have been found to produce the very best results.

The text of the books will give you the principles & aims of the work:

at the end of volumes 1 & 3 will be found programmes of work & examination

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The House of Education,  
Ambleside.

papers such as have been worked now for some fifteen years by some hundreds of children in England & the colonies.

The specimen answers quoted are those of average children but I think you will see that they give evidence of perhaps unusual intelligence & power. We attribute this entirely to the use of the best, living, books which can be got, ~~which the children have for their own & read for themselves~~ with only direction & guidance from the teacher but very little oral teaching.

May I say how deeply interested I am in all that concerns

Japan & how great an honour I should esteem it to be allowed to help her in a subject to which I have given my life & which I have so much at heart as Education.

If you saw your way to paying us a little visit I should be very glad. It would be easier to talk things over & to show you some of our work : so little can be said in writing.

The leaflet enclosed with this letter gives a brief summary of the teaching & various work of the Parents' Union.

In the case of the Parents' Review School it would be quite possible to adapt the programmes (the subject of History for example). The distance would not be a matter of difficulty for we already have members in the

Ms. A. 13. 137  
Queen Anne's Mansions  
21. James' Park  
Nov. 2 '05

Dear Miss Mason

I have only received your note, pamphlets and the 4 volumes on education and thank you sincerely for them all. I think your energetic work is already known in Japan to certain extent and I am very much interested in it especially when I see the books you wrote before me. now I answer your postings so far as I can.

1. These books will be very <sup>suggestive</sup> useful for Japanese students. Especially such a book as Vol. II dealing with the duties of the family will appeal to Japanese parents very much. This is quite natural <sup>in Japan</sup> where the family, and not the individual, is the ~~unit~~ unit.



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of the society. They know & practice  
the family obligations very much & are  
now beginning to introduce to certain  
degree the individualistic ideas for  
they are very important for the industrial  
life of modern days. 4 our books  
are just the sort of books I should  
recommend to Japanese mothers & those  
engaged in school works etc. I  
already sent some time ago the  
journal 'Mothers in Council' &  
'Parents Review' to some of  
my lady friends.

2. A translation of them would be  
very welcome to the Japanese. But  
whether they make a good sale  
or not. I am not certain, for  
all educational works do not  
prove to be profitable to the  
publishers in Japan. But as  
reference books they will be of  
use to teachers & will not

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bail to be appreciated by the authorities.

3. The Parents' union & the school  
will be useful, of course. But  
of these I cannot say anything definite  
because I do not know as yet  
the details of the work.

I shall find a day to come to  
your place & see your works  
& may <sup>perhaps</sup> ~~learn~~ more about the  
prospects in Japan.

Yours truly

J. Takakura

copy  
Dear Miss Mason

I have duly received your note, pamphlets & the

4 volumes on education & thank you sincerely for them all. I thank your energetic work is already known in Japan to a certain extent & I am very much interested in it especially when I see the books you wrote before me. Now I answer your questions as far as I can.

(1) These books will be very suggestive & useful for Japanese students. Especially such a book as Vol: 2 treating with the duties of the family will appeal to Japanese parents very much. This is quite natural in Japan where the family, & not the individual, is the unit of the society. They know & practise the family obligations very much & are now beginning to introduce to certain degree the individualistic ideas for they are very important for the industrial life of modern days. Your books are just the sort of books I should recommend the Japanese mothers & those engaged in school works etc. I already sent sometime ago the Journal "Mother's in Council & Parent's Review" to some of my lady friends.

(2) A translation of them would be very welcome ~~in Japan~~ to the Japanese. But whether they make a good sale or not I am not certain, for all educational works do not prove to be profitable to the publishers in Japan. But as reference books they will be of use to teachers & will not fail to be appreciated by the authorities.

(3) The Parent's Union & the School will be useful, of course, but of them I cannot say anything definite because I do not know as yet the details of the work. I shall find a day to come to your place & see your works & may speak more about the prospect in Japan.

J. Takakura



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The House of Education,  
Ambleside.

4 . 11 . 1905

Dear Mr. Takakura

Your letter gives me  
much pleasure. I am heartily glad  
that you think my books may be  
of use in Japan.

The splendid qualities of the Japanese  
have won our admiration & regard in  
an extraordinary degree.

About the school - this is my idea: -

I know that Japan is no longer self-  
contained, it may prove necessary for her

prevalent (Entrepreneurial) ideas, perhaps, upon a generous foundation of liberal knowledge. My idea is that Japan might for the moment do as England did in the period of the Renaissance - or Japan herself did when she adopted the Chinese civilization - that, if Japan accepts English thought, it should be content to adopt English thought. Some currency of western ideas, through the medium of English probably, as we have the honour to be your allies, also because the English language carries people practically over the world.

Now, whatever call the 'Manchester School' has left us a somewhat debased currency of materialistic thought which works out in utilitarian education.

There is a pretty general reaction amongst us against that form of individualism which expresses itself in 'every man for himself & the Pursuit of his own School' is an effort to implant

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## The House of Education.

## Ambleside.

We think the world would suffer a very great loss if, in the necessary transition to individualism, Japan should lose anything of the generous & chivalric temper which is our admiration & which it is possible to educate on Western methods into this result.

But when you come down, we shall be able to talk this matter over in detail.

I should be very glad if you could fix a few days that you could give us.

The weather is beautiful just now & another Japanese guest whom we once had the honor to entertain, Miss Shimoda, said that this part of England reminds her of Japan.

I hope you will be able to see Mr. Franklin. He is a most enthusiastic worker in our cause.  
 Very truly yours,













I  
 you will go in a sort of love letter  
 as your letter in our pleasant chamber  
 and another, in the really each page  
 are they are have to enter a this to a big  
 house, a who more let to the of the  
 "Don't rush on the bridge, not out of  
 thought their lives even when they are  
 very old people. They are the people  
 happy people the thought of the place to  
 a house across in the one day

All the other have long not seen the world  
 a happy. But for the world, (which is a fact)  
 through the further speaking in the one in  
 which is a great life a happy a little  
 many, long for life is thought the knowledge  
 of God which is what is a great in life  
 about in the life itself.

I have a great hope for all your other  
 children of the world; other people always  
 know what we can do about it I hope the  
 world will be a better place to live in you  
 do not want to go, have to work of kind pass  
 your thoughts about it. I want to be good  
 the best of all in the world are all

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 the best of all in the world are all

House of Educators

Ambleide - Jan 31<sup>st</sup> 44

Dear Friends

I have been greatly interested in what I have heard about the Learning Conference at Buckhurst Hill, convened by <sup>Francis</sup> ~~Charles~~ <sup>Francis</sup> & succeeded a hostess as Miss Beatrice Farnes, from several sheets of "Covers" & "scraps"

Criticisms (I quote the writer's frank description) reach me, & I promise to attend closely.

Kind & friendly things are said about my work, but - I miss a note of joy in the enormous discovery - a discovery which leaves many of us breathless - But the children in elementary schools are able to work with <sup>any</sup> the greater part of the programmes set for the children <sup>(of the same age)</sup> of educated parents at home & at school. How <sup>we all</sup> ~~we all~~ considered what this means to the country? I fear I think there would not have been a very warm note





the whole of the novels, say, set. It seems  
to me well that - they should be books which  
they are eager to finish reading.





Jeffer to count pious as at the schools of  
my readers. Our scholars are ~~down~~  
above the average in ~~many~~ <sup>every</sup> subject but as  
I have said parents are sometimes inclined  
to withdraw their ~~from~~ school ~~being~~ <sup>them</sup>  
again into the home school room - & this  
~~is~~ <sup>is</sup> a regretted

7. Our children are very successful in  
examinations: last year in a big test  
a large number of elementary school children were examined  
for scholarships admitting them to secondary schools  
The ch? in our schools practically swept the board.  
The winter above questions I have answered

assume that the answers must needs  
be in the negative & gives a few valuable  
opinions founded on her suppositions and answers.

Just of all Miss Dewey is supposed to have  
stated that "Mathematics, Experimental Science,  
Grammar & Language require oral lessons  
& are generally so well taught in schools  
that nothing need be said about them." (I cannot  
at the moment verify, but no doubt the  
proposition is correct). But the writer has  
failed to notice that Miss Dewey said this  
in a ~~letter~~ <sup>class</sup> elementary school teachers

Expenditure 5

Afterwards published in a pamphlet -  
intended solely for such teachers, It is  
true that these subjects are well taught  
in such schools, but it is also true that  
they are not up to our standards &  
cannot follow our programmes in the  
subjects named.

Any one conversant with our  
programmes & examination questions  
is aware of the <sup>(a large amount of printing!)</sup> very special attention  
which these subjects receive in the B.E.S.  
Being this point in mind, it

is not easy to see the force of "In that  
one sentence on dismissals all the  
subjects which place a boy in a public school etc  
The writer may be reassured - the

fact that B.E.S. work is best for a boy's  
larger life, & certainly it offers the best  
preparation for preparatory schools & public  
schools too of our own people &  
a few cases, Our boys usually go to preparatory schools.

Revision of Books. A scrupulous revision  
takes place in the preparation of each <sup>set of</sup> programme.  
It has the opportunity of seeing all new books.  
inquiries with the habit-forming by the practice of going  
carefully considered estimates of cost of books, paper, etc.



Also, we are open to the criticisms of several hundred teachers. & to the recommendation of some of them we are ~~now~~ really good books.

"But my own people will fall off" - we find that people believe the more in RUS as time goes on & their own experience deepens.

"Dudgery" - "Camouflage" - I am very glad that the writer notes the necessity of dredging & the 'futility of the 'camouflage' - the lack of camouflage of delightful lessons & school 'interests' - which is the bane of private schools.

RUS work sincerely done is strenuous, but the labour brings delight in physical pain for the children; this delight is not supplied by the teachers but the pupils find it in knowledge.

I am in perfect agreement about the necessity of dredging in books & letters - <sup>with</sup> the work. The teachers must learn to dredge.

I agree too about the comments about the Seppmann Series - I am afraid a good deal of a certain degree of pressure from within.



no trusting him.  
 We are always grateful for suggestions  
 as to good books in Latin. French, any  
 subject on the programme. In a way  
 all know the right book is hard to come by.  
 But it is not. <sup>But we find such suggestions helpful.</sup>  
 Our Latin primer "Amicus" is the most  
 modern & successful book used in  
 preparatory schools.

I think the idea of beginning Algebra in 11A  
 is a good one - we find promoting enough  
 for that class.  
 (Children of nine or ten)

A free interchange of suggestions "takes  
 much time - schools would suffer & so  
 should we - The Univ. of Examin. could  
 not for one subject to such a "free exchange".

"Science systematized" - is the thing  
 we are anxious to avoid. Buckley says  
 School Science sh. b. "Common information".

History there is much to be said for  
 the suggestion of the same period throughout  
 the school but the difficulties are great.

I shall keep the matter in mind.  
 "The Winchester term" was rather in the  
 nature of a "brown" & was not a type to  
 be followed.

P.S. I should like to emphasize the fact that  
~~some~~ of the best schools do the work in  
 in a very simple & intelligent manner.

Some schools enter each of their scholars  
 in families or single children, etc. & record results.  
 This plan seems good work. Every hour  
 the school for every pupil's papers is sent up.

Synonymization - The writer may perhaps have noticed that the work is carefully synonymized geography - Natural Features, historical interests - products. - principles, must remain always the same - for the rest - as much 'wait' as -

This is true of 'Citizenship', also. The elementary principles remain the same.

"Royal Commission to consider books." The R.C. is not a public institution - if our committees would doubtless sit on the books, the school would be the freshness & vitality which is its charm & which is stereotyped like other public institutions.

I must not omit a point raised by a second writer - the possible overcrowding of the curriculum in the 2 highest forms.

I think it is possible there may be some overcrowding & shall watch the matter carefully.

To sum up, I think if all the R.C. schools decided to work by the time given & worked steadily during that time I see no reason why all should not be as successful as many undoubtedly are. Fellow workers in a free & <sup>unfettered</sup> manner.

Dec. 11th. 1902  
very truly yours  
C. H. W. M. M.



29p/omc313F

HOUSE OF EDUCATION,  
Ambleside.

31st January, 1919.

Dear Friends,

I have been greatly interested in what I have heard about the charming Conference at Buckhurst Hill, convened by so gracious and successful a hostess as Miss Beatrice Gardner.

Now, several sheets of "severe" and "abrupt" criticism (I quote the writer's frank description) reach me, to which I promise to "attend closely".

Kind and friendly things are said about my work, but I miss a note of joy in the enormous discovery - a discovery which leaves many of us breathless - that the children in elementary schools are able to work with joy the greater part of the programmes set for children (of the same age) of educated parents, at home and at school. Have we all considered what this means to the country? If so, I think there would not have been a half-warning note about "attempting too much". As a matter of fact, the work and the tone throughout the P.U.S. have improved a good deal since the joyful inclusion of these - others.

I find that there are two general tendencies to be noted - (a) towards "the social advantages" of large schools, and (b) towards the more thorough work of the (P.U.S.) home schoolrooms and of small schools or classes formed to carry on the work.

There follow seven questions of a sort not usually put, but I shall try to answer them.

1. As to the students and the programmes, it will be the shortest plan to say that two or three students (three, I think) do not carry them out faithfully but lean to "professors" in their schools and the University Local Exams. These follow not with us, and in course of time will probably withdraw.
2. The monthly list in the Parents' Review answers this question. We have no hidden knowledge as to which Schools take all the forms, in the P.U.S. We wish more schools did so, a wish shared by parents.
3. Teachers, whether House of Education or not, carry out the programmes with surprising faithfulness. But let me say that in this respect several P.M.E.U. schools do less well than most families. Perhaps it is kind to mention this fact here.

Probably the reason ~~is that~~ teachers do not rely sufficiently upon knowledge itself as an ever fresh source of interest and joy, so they do too much to make school delightful.

We follow the programmes entirely in our little practising school (about 20 children ranging from Form Ib to VI - this term to V), and the children do well although each form changes its teacher every week. But then the children do steady hard work on the P.U.S. method, e.g. the big girls, seven of them, will relate after once reading from a book of the calibre of, say, the *Areopagitica*, without any elucidation. Sometimes they are not up to the papers in Maths., for example, nor do they attempt to read the whole of the novels, say, set. It seems to me well that there should be books in their little libraries which they are eager to finish reading.

4 and 5. Neither students nor other teachers (often University women) substitute other books for those set, except in the case of French taught by an outsider (a native).

6. The heads of schools are very appreciative indeed. Numberless letters tell of the good place such a boy or girl has taken, and of the Head's appreciative comment. That is how the P.U.S. grows, without any attempt to make it known. Parents tell of the success (and delight in knowledge) of their children and other parents try the same plan. In fact the school grows as do the schools of my readers. Our scholars are so much above the average in every subject that, as I have said, parents are sometimes inclined to withdraw them from school and bring them again into the home schoolroom - a thing to be regretted.

7. Our children are very successful in examinations. Last year in a big town a large number of elementary school children were examined for scholarships admitting them to Secondary Schools. The children in our schools practically swept the board.

The writer whose questions I have answered assumes that the answers must needs be in the negative and gives a few valuable opinions founded on those supposititious answers.

First of all, Miss Drury is supposed to have stated that "Mathematics, Experimental Science, Grammar and Languages require oral lessons and are generally so well taught in schools that nothing need be said about them". (I cannot at the moment verify, but no doubt the quotation is correct.) But the writer has failed to notice that Miss Drury said this in a lecture to elementary school teachers, afterwards published in a pamphlet intended solely for such teachers. It is true that those subjects are well taught in such schools, but it is also true that they are not up to our standards and cannot follow our programmes in the subjects named.

Anyone conversant with our programmes and examination questions is aware of the very special attention (and large amount of printing!) which these subjects receive in the P.U.S.

Bearing these points in mind, it is not easy to see the force of "In one sentence she dismisses all the subjects which place a boy in a public school" etc.

The writer may be reassured. She feels that P.U.S. work is best for a boy's larger life, and certainly it offers the best preparation for Preparatory Schools, and for Public Schools too, if one can judge from a few cases. Our boys usually go to Preparatory Schools.

Revision of Books. A scrupulous revision takes place in the preparation of each set of programmes. We have the opportunity of seeing all new books, together with the habit formed by the practice of giving carefully considered estimates of some 50 to 100 books a year. Also, we are open to the criticisms of several hundred teachers, and to the recommendations of some of these we owe really good books.

"One by one people will fall off" - We find that people believe the more in P.U.S. as time goes on and their own experience deepens.

"Drudgery", "Camouflage" - I am very glad that the writer notes the necessity of drudgery and the futility of "camouflage" - the sort of camouflage of delightful lessons and school "interests" - which are the bane of private schools. P.U.S. work sincerely done is strenuous, but the labour they delight in is physical pain for the children, this delight is not supplied by the teachers, but the pupils find it in knowledge.

I am in perfect agreement about the necessity of "drudgery" in French and Latin. We set and test the work, the teachers must secure the drudgery.

I agree, too, in the comments about the Liepmann Series. I am afraid we yielded to a certain degree of pressure from without in introducing him. We are always exceedingly grateful for suggestions as to good books in Latin, French, - any subject on the programmes, for, as we all know, the right book is hard to come by. But it is not often that we find such suggestions helpful.

Our Latin primer, "Limer" is the most modern and successful book used in Preparatory Schools.



I think the idea of beginning algebra in IIA is a good one. We find geometry enough for that class (children of nine or ten).

A "free interchange of suggestions" takes much time. Schools would suffer and so should we. The University Local Examinations, for example, could not go on subject to such a "free exchange".

"Science systematised" is the thing we are anxious to avoid. Huxley says school science should be "common information".

History: there is much to be said for the suggestion of the same period throughout the school, but the difficulties are great. I shall keep the matter in mind.

"The Winchester term" was rather in the nature of a "boom" and was not a type to be followed.

Synchronisation. The writer may perhaps have noticed that the work is carefully synchronised.

Geography. Natural features, histories, interests, products, principles, must remain always the same. For the rest we must "wait and see".

This is true of "Citizenship" also. The elementary principles remain the same.

"Royal Commission to consider Books". The P.U.S. is not a public institution. If it were, committees would doubtless "sit" on the books, in that case the school would lose the freshness and vitality which is its charm and become stereotyped, like the efforts of other public institutions.

I must not omit a point raised by a second writer, the possible overcrowding of the curriculum in the two highest forms. I think it is possible there may be some overcrowding and shall watch the matter carefully.

To sum up, - if all the P.U.S. Schools divided the work set by the time given and worked steadily during that time, I see no reason why all should not be as successful as many undoubtedly are, fellow workers in a great cause.

With grateful and cordial thanks for sincere efforts,  
I am, very truly yours,  
C. L. P. S. O. M.

P.S. I should like to emphasise the fact that several of the P.U.S. Schools do the work set in a very thorough and intelligent manner. Some schools enter each of their scholars (as families or single children) at a reduced rate. This plan secures good work throughout the school for every pupil's papers are sent up.

C10p16m23137  
"OLDFELD",  
Swanage.  
6/3/1919.

Dear Miss Mason,

Several of us who were at the Buckhurst Hill Conference are very troubled at your answer to my remarks. We feel you do not at all appreciate the point of view of that Conference. It is the attitude you show to any suggestions we make that distresses us. As one of the members said to me, "if only such suggestions could be regarded as a sign of life & keen zeal amongst us, rather than as a sign of degeneracy & lack of appreciation or understanding."

We recognise that it is a very great thing to have the P.N.E.U. programme accepted for the elementary schools; but we all the more feel that if we find weak points in that programme it is for us to mention them. If all classes are to work to a common programme we must see that that programme is suited to all requirements.

There are many of us at the head of large schools, who are having to meet the practical needs of our scholars, who feel that it is not right to make considerable alterations in the programme (small variations are inevitable) without mentioning them & if, as may possibly be the case, these alterations are good others should get the benefit of them. If we were able to have free discussion on all these points, with some hope that our practical experience would be considered, we should be much happier. I am in a position where I hear a great deal of criticism which never reaches your ears & valuable as the programme is to us all, there is not such a universal approval in all subjects as you think. Many of the students tell me that they have to make alterations in the books in different subjects, & others that though using them faithfully they are very dissatisfied with some of them. I think we badly need a little plain speaking; & to have this subject threshed out carefully if the P.N.E.U. is to be a real force in the Educational World.

You know how fond I have always been of your Union & the School, & how much I believe in the inspiration with which you endow your students, & it is because I feel very jealous for the P.N.E.U. & wish it to be the very best possible, that I have spoken & written as I have done lately. I have worked for 15 years on the Programme, so far as I was able to make it meet our needs, & now after much discussion with other heads of schools & with students, we have decided to tell you that we have not been able to use it entirely as it is not adequate in all respects.

I feel as Jethro did when he found Moses trying to decide all questions himself. No one human being can know enough on every subject to set the work & the books of every subject. I suggest that you should appoint a Committee to meet 3 times a year & to go with you closely into the programme question of the programme & to hear any suggestions, & that on this Committee should be representatives of all the various kinds of communities who are working

the Programme: The Home School Room, the Private Schools, & the Elementary Schools & also those who have given special study to the different branches of learning.

There are many points in your letter I should like to talk over with you. I am not satisfied about the answers to my questions. If the statistics we ask could be obtained we should be in a better position to deal with these difficulties, but students who owe so much to Ambleside do not like to complain. It would be much healthier if complaints were heard by you rather than by others.

We seem to have got down to the bed rock a little during this war & if real reconstruction is to take place we must be sincere & honest with each other & not afraid to face facts, therefore I prefer to write direct to you & tell you that we are not satisfied. You can of course quite well say to us "We do not want your co-operation - we prefer only to have those who see no faults in our programme," - but though you would get rid of me you would not satisfy the other members of the Conference - who one after the other came to me & thanked me for my paper - I care very much for the P.N.E.U. & shall be very sorry if it means that we have to sever our connection with it & I think that we & also the P.N.E.U. will lose if this is necessary.

Yours very sincerely

Elizabeth Dickson



211/Plome3/37  
14. 5. 1914

My dear Mr. Hickson

I am sorry for this misunderstanding but think it is all the better & that we both mean the same thing. If you will look at the Communication Regulations (10/24) you will see that an effort has been made to leave schools in your hands. I am afraid it is rather too late to change school policy into the movement. But as this named teachers are free to use their own books & set their own questions if they think it will do so in any subject or subjects. The marks they enter in the Examiner's Report are counted in the total.

We also give serious consideration to any book that is recommended & send this. One it does not necessarily follow that we adopt it because books that bring in good work from Norway & children must not be lightly displaced. On the other hand we have often had suggestions that have enabled us to place books that do less well.

Unfavourable comments without the suggestion of better books are of no use because we have already worked hard to find what is best book - which probably does not exist!

There are, I think, some 170 odd books going in the school, so it is hardly possible to bring into discussion about any, or all of them, but we think may be have your earnest attention to any suggestion.

I think you recollect that our experience here sums up that of all the teachers in the various departments of our work.

As for the Committee's suggestion. In the multitude of counsellors there is no safety - for the counsellors for some

Anna is to blame if things don't go well.

And dear mother, dear lady, that this book is an educational report that was written by Mrs. M. H. H. and the work was done by the father's council. It was not called in to make the laws only to say them out, which the R. S. H. - Mrs. Council of 1901 - does with the most splendid understanding & loyalty to principles.

We have great work before us in the Secondary schools. These (confidentially) tell the Board of Education is looking anxiously for missionaries to carry out our programmes in our Secondary schools. Of course this must not be treated but you see what a field it opens that I wish we could have you & some other members of the Committee to help with the work & open these schools for the inspection of visitors.

Yes, I especially want because you have the full measure of intelligence necessary & the long experience. Do kind words of course I must be at the back of all your suggestions. As the fact that I am an old woman that I dare say I shall live to see the great reform carried through other than you know I have one special assistance, along with the woman, myself, trained to carry on the work.

"Come over & help". - Let construction <sup>the</sup> or lines laid down rather than the foundations be your concern. ~~the~~ You are not serving, only we to be by the fountainhead - I to Palmer!

With warm regards -